### careerchoice_2011.png**Who am I?**

“We spend approximately one third of our lives at work. In order to be healthy and happy, it is vital that we choose a career that suits who we are and we need. “

**Take the time to explore you! What are your unique values, interests, skills and personality traits?**

1. First read the lesson on career planning, Step 1: Asses Yourself and Your Needs: <http://www.gcflearnfree.org/careerplanning/module/15>
2. Second on the last page of Career Planning Step 1 are the links to resources you will explore. The rest of this document is to be used to record your findings.
3. Save this document and rename it with your name it. This is all about you.
4. **Dr. Phil’s Self Esteem**: You must read this short article! This will help you get focused as during this assign you are gathering the terminology to tell me more about your **authentic self**, the best you can! <http://www.drphil.com/articles/article/377>

**Work Ethic (Values)**: <http://www.gcflearnfree.org/content/interactives/cd_1_1.asp>

After completing the quiz list what you value the most. List three to 5 that are important to you and a brief description as to why it is important to you as an individual?

1.

2.

3.

4.

5.

**Personality Traits:**

**Complete:** [**Jung Typology Test**](http://www.humanmetrics.com/#Jung%20Myers-Briggs) **at** [**http://www.humanmetrics.com/**](http://www.humanmetrics.com/)

**This test has 50 questions and cannot be saved. Manage your time wisely. Once finished you will be given four letters this combination will attempt to describe your personality that is your Jung Type. There will be four links that you need to follow and you will be given a variety of explanations about this type.**

What type are you: \_\_\_ \_\_\_ \_\_\_ \_\_\_, described as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What did you agree with about you, what part is not you?

Four links are there to help you understand what these letter mean. Print the list of career suggestions and a description.

List 3 to 5 careers that are suggested to be a best fit for you?

1 4.

2. 5.

3. 6.

***Interests*** http[//www.mynextmove.org/explore/ip](http://www.mynextmove.org/explore/ip)

1. O\*net Interest Profiler;
   1. Take the profiler give a summary of the findings here and how they relate to the world of work.
2. What gives you genuine satisfaction?

***Skills*** [***http://www.careerinfonet.org/skills/default.aspx***](%20http:/www.careerinfonet.org/skills/default.aspx)

1. Skills profiler, be sure to documents the results! This information will be useful for future projects as well.

**Achievements: (VIP – Vision, Initiative and Perspective)**

List your achievements in the last 2-5 years, things you did well, felt good about, and enjoyed doing, work related or not, list 7 or more.

Now choose your favorite, top 5 of these achievements, for each write (1) what you did (2) how you did it and (3) what happened.

## These are your “motivational skills”! Are you surprised?

[**http://www.jobhuntersbible.com/counseling/index.php**](http://www.jobhuntersbible.com/counseling/index.php)

***This is has many more links if you have the time and feel the need to explore more about what these tests have to say.***

**Good work, it is ESSAY TIME!**

**Use this worksheet and printouts to answer the question in essay format, “Who Am I?” The essay needs to be at least five paragraphs and meet the writing rubric for a passing grade. See rubric below.**

**REMEMBER!**  
“The authentic self is the you that can be found at your absolute core. It is the part of you not defined by your job, function or role. It is the composite of all your skills, talents and wisdom. It is all of the things that are uniquely yours and need expression, rather than what you believe you are supposed to be and do.”

“When you live a life that has you ignoring your true gifts and talents while performing assigned or inherited roles instead, you are living as your fictional self.”

Dr. Phil <http://www.drphil.com/articles/article/73>

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| --- | --- | --- | --- |
| Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
|  |  |  |  |
| **Title** | **Possible Points** | **Points Earned** | **Percentage** |
| **Who Am I?** | **36** | **0** | **0%** |
| Work Ethic (Values) | 3 | 0 | 0% |
| Personality Traits | 3 | 0 | 0% |
| Skills | 5 | 0 | 0% |
| Interests | 3 | 0 | 0% |
| Careers (ideas) | 2 | 0 | 0% |
| Essay | 20 | 0 | 0% |
|  |  |  |  |
| **Worksheet:** |  |  |  |
| Work Ethic (Values) |  |  |  |
| Took the quiz (uses bold terms on the quiz) | 1 |  |  |
| Listed 3 to 5 | 1 |  |  |
| Wrote the importance | 1 |  |  |
| Sum | **3** | **0** |  |
|  |  |  |  |
| Personality Traits |  |  |  |
| Completed test | 1 |  |  |
| Printed list of Careers and wrote ideas | 1 |  |  |
| Printed type description | 1 |  |  |
|  | **3** | **0** |  |
|  |  |  |  |
| Skills |  |  |  |
| Took Skills profiler and make connections and talked about skills relevant now and some that need more developing. | 1 |  |  |
| Listed Achievements | 1 |  |  |
| Wrote about 7 achievements | 1 |  |  |
|  | **5** | **0** |  |
|  |  |  |  |
| Interests |  |  |  |
| Took the Interest Profile and made connection in their writing | 3 |  |  |
|  | **3** | **0** |  |
|  |  |  |  |
| Explore Careers |  |  |  |
| List career and connections | 2 |  |  |
|  | **2** | **0** |  |
|  |  |  |  |
| **Essay** |  |  |  |
| Organization (intro, body, conclusion) | 8 |  |  |
| Flow and Rhythm | 2 |  |  |
| Adding Personality | 2 |  |  |
| Grammar and Spelling | 2 |  |  |
|  | **20** | **0** |  |

**Who Am I Essay Outline**

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| **Who Am I? Essay** | | | | |
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|  |  |  |  |  |
| Teacher Name: **Mrs. Nichols** | |  |  |  |
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|  |  |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  |  |  |  |  |
| CATEGORY | 4 | 3 | 2 | 1 |
| Introduction (Organization) | The introduction is inviting, states the main topic and previews the structure of the paper. | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. | There is no clear introduction of the main topic or structure of the paper. |
| Conclusion (Organization) | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." | The conclusion is recognizable and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several loose ends. | There is no clear conclusion, the paper just ends. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Adding Personality (Voice) | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own." | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distracts the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distracts the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
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| Date Created: **Jan 12, 2009 09:56 am** | |  |  |  |